CORRELATIONAL ANALYSIS OF CHARACTER ACCENTUATION AND EMPATHY DISPOSITION AMONG ADOLESCENTS

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Abstract. *This study examines the psychological relationship between character accentuations (per G. Schmieshek) and empathy dimensions (per I.M. Yusupov) among 7th and 9th-grade students in Uzbekistan. Data from Fargona and Namangan regions indicate that 9th-grade adolescents exhibit higher levels of social empathy towards strangers compared to younger cohorts. Statistical analysis reveals a significant positive correlation between the* ***Emotive*** *accentuation type and all empathy dimensions, particularly in female students. Conversely, the* ***Excitable*** *(Vozbudimiy) type shows a negative correlation with empathy towards animals and social responsibility. These findings suggest that character traits are decisive factors in the emotional development and social integration of adolescents.*

Keywords: *character accentuation, demonstrative type, empathy, person, individual psychology, emotive type, stenic type, temperament, sensitive period.*

INTRODUCTION

Psychological research on character traits, temperament, and personality typology in adolescents is increasingly gaining global significance. This is because character traits formed during adolescence play a pivotal role in an individual's subsequent development and socialization process. Recent psychological observations and studies indicate that types of accentuations such as emotional lability, a drive for self-expression, hyperactivity, instability, as well as demonstrative and affective reactions, are frequently observed among adolescents, significantly influencing their psychological development.

Character accentuation represents an excessive strengthening of specific personality traits, leading to their sharp manifestation in various social situations. During the adolescent period, active forms of accentuation types are most commonly observed. For instance, while adolescents of the demonstrative type strive to be the center of attention, those with affective-explosive or epileptoid types express their emotions intensely. Simultaneously, unstable and hyperactive-prone adolescents may encounter challenges within the educational and upbringing processes.

MATERIALS AND METHODS

To study the psychological characteristics of adolescents, an experimental study was conducted. The aim was to investigate the specificity of character accentuations among adolescents across different grade levels and genders (male and female), as well as to examine the relationship between character accentuations and other psychological states specifically, the degree of correlation between accentuation types and empathy disposition. In our research, to study the predisposition toward character accentuation, we utilized **G. Schmieshek's "Determination of Character Accentuations"** methodology. To analyze the predisposition toward empathy for correlational analysis, **I.M. Yusupov's "Study of Empathic Ability"** methodology was administered to 7th and 9th-grade school students.

We present the results of the correlational analysis conducted to determine the relationship between these two indicators. The correlation coefficient (r) illustrates the connection between the character type and the direction of empathy:

1- table

Accentuation Type	**Strongest Associated Empathy Dimension**	**Correlation (r)**	**Nature of Relationship**
Emotive	Empathy towards parents	$+0.58$	Strong Positive
Hyperthymic	Empathy towards strangers	$+0.42$	Moderate Positive
Dysthymic	Empathy towards the elderly	$+0.35$	Weak Positive
Excitable	Empathy towards animals	-0.48	Moderate Negative
Cyclothymic	Empathy towards fictional characters	$+0.31$	Weak Positive

ANALYSIS AND INTERPRETATION OF RESULTS

Based on the statistical processing of the data, the following key findings were identified:

1. **Strongest Positive Correlation ($r = 0.68$):** A significant relationship was found between **empathy towards parents** and **empathy towards animals**. This suggests that students who exhibit care and concern within the family structure also tend to possess high levels of compassion towards nature and animals.
2. **Moderate Correlation ($r = 0.60$):** A moderate connection was observed between **empathy towards children** and **empathy towards strangers**. This indicates that adolescents who are kind towards young children are also more predisposed to helping unfamiliar individuals in social environments.
3. **Weakest Correlation:** Empathy towards the **elderly** showed almost no significant connection with other indicators. For instance, the relationship between empathy towards **fictional characters** and the elderly was negligible ($r = 0.01$).
4. **Negative Tendency ($r = -0.15$):** An inverse but very weak correlation exists between empathy towards the elderly and empathy towards strangers.

THEORETICAL SYNTHESIS

Among these 7th-grade students, the empathy blocks for **"Parents," "Animals,"** and **"Children"** are closely interrelated. This suggests that in this specific group, social responsibility and care for others are primarily rooted in **emotional proximity**. The data indicates that the development of empathy at this age is largely dependent on the adolescent's immediate emotional environment rather than abstract social values.

STATISTICAL ANALYSIS RESULTS (FEMALE GROUP)

The correlation between personality traits and emotional perception (empathy) among female students exhibits distinct patterns compared to their male counterparts. The following table highlights the most significant correlation coefficients (r) identified in this group:

2- table

Character Accentuation	Most Strongly Linked Empathy Dimension	Correlation (r)
Emotive (Emotional)	Empathy towards fictional characters	$+0.62$
Anxious	Empathy towards animals	$+0.48$
Demonstrative	Empathy towards strangers	$+0.41$
Rigid (Obstinate)	Empathy towards parents	$+0.36$
Excitable	Empathy towards children	-0.32

ANALYSIS AND INTERPRETATION OF RESULTS

1. Emotional Reactivity and Aesthetic Perception:

A high positive correlation ($r = 0.62$) was identified between the **Emotive** accentuation and empathy towards **fictional characters** among girls. This suggests that female adolescents with a sensitive and rich inner world tend to internalize and resonate deeply with the experiences of characters in literature, film, and art.

2. Anxiety and Compassionate Care:

Girls with an **Anxious** type of accentuation demonstrate strong empathy towards **animals** ($r = 0.48$). From a psychological standpoint, individuals with elevated anxiety levels often establish emotional bonds with vulnerable beings (animals) as a mechanism to compensate for internal tension and fulfill a need for safety and connection.

3. Social Visibility and Outward Empathy:

The **Demonstrative** type (seeking attention and social recognition) correlates positively with empathy towards **strangers** ($r = 0.41$). This is associated with their inherent need for social interaction and a desire to receive positive evaluation from the broader environment.

4. Case Studies (Individual Profiles):

Abdupattahova Ruhshona: Exhibits maximum empathy scores (15 points) towards the elderly and fictional characters. This presents a unique psychological profile where high empathy coexists with elevated scores in **Rigidity** and **Excitability**, suggesting a complex emotional structure.

Ibrohimova Gulzodaxon: Displays a significant emotional distance within the family, with empathy towards **parents** at a minimum (2 points). However, her high scores in empathy towards children and fictional characters (12-13 points) indicate a selective emotional resonance directed outside the immediate domestic sphere.

GENDER COMPARISON: MALES VS. FEMALES

Empathy Orientation: In male students, empathy is predominantly linked to "Parents" and "Strangers." Conversely, in female students, emotional resonance is more closely associated with "Fictional Characters" and "Animals."

Accentuation Predictors: For girls, the **Anxious** and **Emotive** types serve as the primary positive predictors of empathy. For boys, the **Hyperthymic** trait emerges as the key factor determining social empathy and outward emotional engagement.

REGIONAL ANALYSIS: 9TH GRADE STUDENTS (NAMANGAN)

Analysis of 9th-grade students (aged 15-16) from School No. 19 in the Uychi district, Namangan, reveals that at this later stage of adolescence, empathy takes on a more social and humanitarian character. As the social vector expands, the influence of personality traits on broader social altruism becomes more pronounced compared to earlier developmental stages.

SCIENTIFIC ANALYSIS OF EMPATHY INDICATORS (GRADE 9)

Based on the empirical data provided, the mean scores for empathy dimensions across gender groups have been calculated as follows:

3- table

Empathy Dimensions	Female Students (Mean Score)	Male Students (Mean Score)
Towards Parents	7.7	8.3
Towards Animals	7.7	8.8
Towards the Elderly	8.3	8.4
Towards Children	8.8	8.6
Towards Fictional Characters	8.8	7.6
Towards Strangers	8.9	8.3

RESULTS AND SCIENTIFIC INTERPRETATION (GRADE 9)

The following analysis details the empirical findings regarding empathy dimensions among late adolescents in the Namangan regional sample:

1. Dominant Empathy Orientations:

In Female Students: The highest empathy levels were observed toward **strangers** (8.9), followed by **children** and **fictional characters** (8.8). These results indicate a high degree of social altruism and aesthetic emotionality among 9th-grade girls.

In Male Students: The most prominent empathy scores were recorded toward **animals** (8.8) and **children** (8.6). Unlike the female cohort, adolescent boys in this group demonstrate a prioritized concern for nature and protective care.

2. Gender-Based Divergences (Jinsiy tafovutlar):

Aesthetic Perception: Female students demonstrate significantly higher empathy toward **fictional characters** compared to males (8.8 vs. 7.6). This confirms that adolescent girls are more likely to engage emotionally with the narrative content of literary and artistic works.

Family and Nature: An interesting finding in this sample is that **male students** exhibited slightly higher empathy scores toward **parents** (8.3) and **animals** (8.8) compared to their female peers.

3. Case Studies and Individual Profiles:

Axmedov Bexruzbek: Displays an exceptionally high empathy level toward **parents** (14 points), reflecting a deep-seated loyalty to traditional family values.

Dolimjanova Kumushbibi: Recorded the lowest empathy levels across all dimensions (4–5 points). Such results may indicate the presence of psychological defense mechanisms or an inherent emotional detachment.

Abdupattahova Ruhshona (9th Grade): Shows a well-developed empathic disposition toward **fictional characters** and **the elderly**, highlighting a mature humanitarian orientation.

INTEGRATED ANALYSIS OF CHARACTER AND EMOTION

Based on the administration of **G. Schmieshek's Character Accentuation Test** and **I.M. Yusupov's Empathy Test**, the following psychological harmony has been identified for 9th-grade students (at the final stage of adolescence):

At this developmental junction, character accentuations serve as the primary framework through which emotional resonance is channeled. The transition from early adolescence to this stage is marked by the stabilization of these traits, where "Emotiveness" becomes the engine for socialized empathy, while "Excitability" acts as a restrictive factor for compassion toward the broader community.

RESULTS OF CORRELATIONAL ANALYSIS (PEARSON r)

In this age group (Grade 9), the most significant correlations between character accentuation types and empathy dimensions were identified as follows:

4- table

Accentuation Type	**Linked Empathy Dimension**	**Correlation (r)**	**Strength of Relationship**
Emotive (Emotional)	Empathy towards Strangers	$+0.55$	Strong Positive
Rigid (Obstinate)	Empathy towards Parents	$+0.42$	Moderate Positive
Hyperthymic (Active)	Empathy towards Children	$+0.38$	Moderate Positive
Excitable (Impulsive)	Empathy towards Animals	-0.45	Moderate Negative
Anxious	Empathy towards Fictional Characters	$+0.32$	Weak Positive

DISCUSSION AND FINAL INTERPRETATION

A. Emotional Stability and Social Connectivity: In 9th-grade students, high scores in Emotive accentuation (e.g., Makhmudullayeva M. – 21 points; Murodullayev B. – 20 points) directly correlate with increased empathy toward strangers. This suggests a high degree of psychological readiness for social integration and a mature capacity to resonate with the experiences of people outside their immediate social circle.

B. "Rigidity" and Familial Values: Students with high Rigid accentuation scores (e.g., Turdimakhammadova S. – 18 points; Dolimjanova K. – 16 points) demonstrate elevated empathy toward parents. Scientifically, this is explained by the inherent "attachment" or loyalty of rigid personalities to traditions, established norms, and familial structures.

C. Excitability and Aggression Control: High scores in the Excitable (Vozbudimiy) type (e.g., Erkinova D. – 20 points) coincide with lower empathy toward animals. This confirms that affective reactions and emotional outbursts during adolescence can temporarily suppress feelings of compassion and mercy.

GENDER ANALYSIS

Females: Predominantly exhibit Hyperthymic (20 points) and Emotive (21 points) traits, which determine their openness to communication and high emotional sensitivity.

Males: Show higher frequencies of Excitable (20 points) and Rigid (16 points) traits compared to girls, often leading to a more "restrained" or gradual formation of empathic responses.

GENERAL CONCLUSION

The comparative study of adolescents from Fargona (School No. 26) and Namangan (School No. 19) reveals significant psychological patterns in the formation of empathy and character:

1. Developmental Dynamics of Empathy: 7th Grade (Fargona): Empathy is primarily oriented toward the family and immediate environment (parents and animals), reflecting a high developmental need for emotional proximity.

9th Grade (Namangan): The social vector of empathy expands significantly. Increased resonance with strangers (8.9 points) and fictional characters indicates successful socio-cultural integration and the adoption of broader social roles.

2. Correlational Interdependence: Emotiveness and Humanism: A stable positive correlation ($r \approx +0.55$ to $+0.62$) exists between the Emotive type and all empathy dimensions, particularly prominent among girls regarding children and art.

Excitability and Empathy Deficit: The Excitable type, especially in boys, shows a negative correlation ($r \approx -0.45$) with empathy toward animals and strangers, confirming that aggressive tendencies act as inhibitors to emotional sensitivity.

Rigidity and Loyalty: The Rigid accentuation correlates with stable parental empathy ($r = +0.42$), emphasizing a conservative value system.

3. Final Summary:

While 9th-graders show higher social empathy, elevated scores in Excitability and Anxiety (e.g., Bakhodirova M. – 20 points) highlight the critical need for individual psycho-corrective interventions. Character accentuation remains the primary psychological framework that determines the quality and direction of an adolescent's emotional life.

In conclusion, this research conducted a correlational analysis between character accentuations and empathy disposition among adolescents. Based on the findings, it is evident that an adolescent's character profile significantly dictates their interpersonal dynamics and social behavior. To foster healthy psychological development, the following measures are recommended:

1. Tailored Social Support: Social support systems within schools and peer groups should be adapted to the specific accentuation types of students. Recognizing these traits allows for more effective integration into the educational environment.

2. Differentiated Psycho-Correction: Psychological intervention and developmental programs should be implemented based on individual accentuation profiles. For instance, adolescents with Excitable or Anxious traits require specialized approaches to enhance their empathic resonance and emotional regulation.

3. Enhancing Interpersonal Relations: To improve the school climate, it is essential to consider the empathic capacities of adolescents when organizing group activities. Strengthening empathy serves as a protective factor against social maladaptation and peer conflict.

The results of this study underscore the necessity of a holistic approach in school psychology, where character development and emotional intelligence are treated as interconnected components of the adolescent personality.

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